**ENGLISH LEARNING PLAN**

**2010 - 2011**





**ENGLISH LEARNING PLAN 2010 - 2011**

**Purpose of Learning Plan**

* Supports a pedagogical framework to develop rich inquiry based teaching, learning and assessment experiences that address the requirements of the Abu Dhabi Standards.

**Elements of the Learning Plan**

* Encourage inquiry of the **theme,** **focus questions** and **vocabulary**
* Exploreuniversal ideas through the **themes** to develop skills, knowledge and understanding
* Support deep inquiry of the **focus questions** through the **Core Vocabulary**
* Support writing using **text types** to compose cohesive, coherent texts using appropriate structures and language for particular purposes, audiences and contexts
* Support reading, writing, listening, speaking and viewing using **text type** structures to inquire and respond deeply
  + - speaking for a purpose, audience and context
    - reading for meaning (including visuals)
    - listening for meaning and discussion
    - using grammar in context
    - developing big, meaningful ideas

**Genre Selection**

* Encourages a broad range of text experiences to develop
  + different perspectives, conceptual analysis, writing

**Resources**

* A wide and varied range of resources are required to develop deep understanding of the ideas in the theme, vocabulary, focus questions, text types, grammar and assessment

**Assessment**

* Formative and summative
* **All of the above** are part of an assessment process which informs teaching and learning.

**LANGUAGE CHOICES**

***The choice of language influences how the writer’s message is received***

**Culture and Heritage Links**

WHAT

HOW

**TALKING AND LISTENING FOR DISCUSSION**



* Engage in extended conversation for a purpose
* Tone, gesture, intonation
* Sustained Reading discussion tasks

HOW

HOW

Development of ideas and vocabulary

**WRITING FOR IMPACT**



* Write in a range of text types
  + decide who you are writing for
  + decide why you are writing
  + what is your message
* Theme position
* Descriptive language – figurative language
* Word chains
* Modality

**READING FOR MEANING**

* Read widely exploring real and imagined worlds
* Increase the range of strategies used when reading
* Identify how a writer’s choice of language influences the message received
* Sustained Reading ***Leads to***

**TEXT TYPES - SCOPE AND SEQUENCE 2010 – 2011**

**Definitions: Text type is the structure of text**

**Genre is the form or style of text**

**Students need to be exposed to a range of text types and genres through reading, viewing, writing, talking and listening experiences.**

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| **Grade** | **Semester 1**  **Text types** | narrative and visual literacy | **Semester 2**  **Text types** | narrative and visual literacy |
| **Grade 6** | Recount  Information | Narrative  Poetry |
| **Grade 7** | Exposition  Procedure | Discussion  Information |
| **Grade 8** | Exposition  Poetry  Discussion | Explanation  Discussion Narrative |
| **Grade 9** | Narrative  Poetry  Discussion | Discussion  Information  Exposition |
| **Grade 10** | Discussion  Narrative  Poetry  Exposition | Exposition  Narrative  Information  Discussion |
| **Grade 11** | Discussion  Explanation  Exposition  Information | Exposition  Information  Explanation  Discussion |
| **Grade 12** | Exposition  Discussion  (advice)  Information | Exposition  Discussion  (compare and contrast)  Information  Procedure |

**GRADE 6 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **People and Places** | * communicate in simple formal and informal situations, expressing ideas and opinions clearly * vary strategies for talking and listening according to different familiar purposes and audiences * use strategies to read and respond to a range of simple texts for information and enjoyment, making connections between the text and their own experience * plan, draft and edit when writing imaginative and factual texts that relate to their own experiences and interests * write clearly for different purposes and audiences, using appropriate language | **Consider and explore:**  **Who am I?**   * What key experiences/circumstances have made me who I am?   **What do I have in common with others**   * culture * places/settings * societies   **Where am I going?**   * goals * ambitions | **Recount**  **Information** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture books * News reports | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADE 6 TRIMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

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| **Aim** | **INDICATORS**  **Abu Dhabi Standards** | **SKILLS** | **Genre** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * communicate in simple formal and informal situations, expressing ideas and opinions clearly * vary strategies for talking and listening according to different familiar purposes and audiences * use strategies to read and respond to a range of simple texts for information and enjoyment, making connections between the text and their own experience * plan, draft and edit when writing imaginative and factual texts that relate to their own experiences and interests * write clearly for different purposes and audiences, using appropriate language | Identify in poetry   * Ideas * Features   Apply   * appropriate visual representation   Use   * idioms and figurative language | **Poetry**   * **free verse** * **shape** * **haiku** * **simile** * **metaphor** | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 6 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **My Imaginary World** | * communicate in simple formal and informal situations, expressing ideas and opinions clearly * vary strategies for talking and listening according to different familiar purposes and audiences * use strategies to read and respond to a range of simple texts for information and enjoyment, making connections between the text and their own experience * plan, draft and edit when writing imaginative and factual texts that relate to their own experiences and interests * write clearly for different purposes and audiences, using appropriate language | **Consider and explore:**  **What do composers do to create texts and performances?**   * Writers * Actors * Directors * Poets * Musicians * Dancers * Artists   **How do I use imagination**?   * what do I create? * how do I create…? * why do I create…? | **Narrative**  **Poetry** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture Books * News reports | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

**GRADE 7 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Healthy Lifestyle** | * communicate in a range of familiar formal and informal situations in order to gather and interpret information, and to express ideas and opinions in clear and interesting ways * listen attentively and adapt spoken language in response to a wider range of purposes, audiences and context. * use a range of strategies to read and respond to imaginative and factual texts for enjoyment * read and respond to texts written for different purpose, audiences and contexts, identifying appropriate and effective uses of language * use their understanding of the writing process to produce coherent and polished imaginative and factual texts * write texts in a range of media for different purposes, audiences and contexts, using English effectively | **Consider and explore:**   * **Why is a healthy lifestyle important?** * **What does a healthy lifestyle look like?** * **Why do we need to make healthy choices?** | **Exposition**  **Procedure** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture Books * News Reports | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADE 7 TRIMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

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| **Aim** | **INDICATORS**  **Abu Dhabi Standards** | **SKILLS** | **Genre** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * communicate in a range of familiar formal and informal situations in order to gather and interpret information, and to express ideas and opinions in clear and interesting ways * listen attentively and adapt spoken language in response to a wider range of purposes, audiences and context. * use a range of strategies to read and respond to imaginative and factual texts for enjoyment * read and respond to texts written for different purpose, audiences and contexts, identifying appropriate and effective uses of language * use their understanding of the writing process to produce coherent and polished imaginative and factual texts   write texts in a range of media for different purposes, audiences and contexts, using English effectively | Identify in poetry   * ideas * features   Apply   * appropriate visual representation   Use   * idioms and figurative language | **Poetry** | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 7 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Looking Back** | * communicate in a range of familiar formal and informal situations in order to gather and interpret information, and to express ideas and opinions in clear and interesting ways * listen attentively and adapt spoken language in response to a wider range of purposes, audiences and context. * use a range of strategies to read and respond to imaginative and factual texts for enjoyment * read and respond to texts written for different purpose, audiences and contexts, identifying appropriate and effective uses of language * use their understanding of the writing process to produce coherent and polished imaginative and factual texts * write texts in a range of media for different purposes, audiences and contexts, using English effectively | **Consider and explore**:   * **Why is the past important?** * **How do we learn from our own history?** * **How do we learn from the history of others?** | **Information**  **Discussion** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture books * News reports | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

**GRADE 8 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Our Environment** | * Communicate on familiar and unfamiliar topics, responding to and expressing ideas and arguments logically and with empathy * Communicate in registers appropriate to different audiences, purpose and contexts, demonstrating awareness of the effects of language choices on meaning * Use a range of strategies to read and respond to texts for understanding, interpretation, analysis and enjoyment, making connections between texts * Identify and describe the different contexts I which texts are written and read, making links between context, language and meaning * Select from a range of processes to write extended imaginative, factual and persuasive texts * Write texts in a range of media, manipulating language effectively for a range of purposes, audiences and contexts | **Consider and explore:**  **How does our environment affect us?**   * Impact of rural, urban, global environments   **How does our behavior affect the environment?**   * physical – natural and man made * social – responsible choices   **How do we keep our environment safe?** | **Discussion**  **Exposition**  **Poetry** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture books * News reports | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADES 8 TRIMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

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| **Aim** | **INDICATORS**  **Abu Dhabi Standards** | **SKILLS** | **Genre** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * Communicate on familiar and unfamiliar topics, responding to and expressing ideas and arguments logically and with empathy * Communicate in registers appropriate to different audiences, purpose and contexts, demonstrating awareness of the effects of language choices on meaning * Use a range of strategies to read and respond to texts for understanding, interpretation, analysis and enjoyment, making connections between texts * Identify and describe the different contexts I which texts are written and read, making links between context, language and meaning * Select from a range of processes to write extended imaginative, factual and persuasive texts * Write texts in a range of media, manipulating language effectively for a range of purposes, audiences and contexts | Identify in poetry   * ideas * features   Identify   * different perspectives   Apply   * appropriate visual representation   Use   * idioms and figurative language with effect | **Poetry** | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 8 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Community** | * Communicate on familiar and unfamiliar topics, responding to and expressing ideas and arguments logically and with empathy * Communicate in registers appropriate to different audiences, purpose and contexts, demonstrating awareness of the effects of language choices on meaning * Use a range of strategies to read and respond to texts for understanding, interpretation, analysis and enjoyment, making connections between texts * Identify and describe the different contexts in which texts are written and read, making links between context, language and meaning * Select from a range of processes to write extended imaginative, factual and persuasive texts * Write texts in a range of media, manipulating language effectively for a range of purposes, audiences and contexts | **Consider and explore:**  **How do we as individuals contribute to our community?**   * connecting to others * responsibilities   **How do services improve our community?**   * health services * arts services * leisure services * civil services | **Discussion**  **Narrative**  **Explanation** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture books * News reports | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

**GRADE 9 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Adventure** | * Communicate formally and informally on a range of complex topics, responding to and expressing ideas and arguments persuasively, critically and with empathy * Communicate using styles and registers appropriate to a comprehensive range of real and imagined audiences, purposes and contexts * Use and adapt a range of strategies to read and respond to increasingly complex texts for understanding, interpretation, critical analysis and enjoyment, making connections between and among texts * Demonstrate understanding of the ways in which context shapes meaning in written and visual texts, and analyze and explain how language is used to shape meaning in these texts * Use and adapt a range of processes to write extended and more complex imaginative, factual ad persuasive texts * Write texts in a range of styles and media for a wide range of purposes, audiences and contexts, using language to produce sophisticated effects | **Consider and explore:**  **Why is adventure worth the risks involved**?   * risks * challenges * personal growth * community benefits * global benefits   **How adventure is expressed in**   * poetry * short stories * documentaries * film * news reports | **Discussion**  **Narrative**  **Poetry** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture books | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADES 9 TRIMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

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| **Aim** | **INDICATORS**  **Abu Dhabi Standards** | **SKILLS** | **Genre** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * Communicate formally and informally on a range of complex topics, responding to and expressing ideas and arguments persuasively, critically and with empathy * Communicate using styles and registers appropriate to a comprehensive range of real and imagined audiences, purposes and contexts * Use and adapt a range of strategies to read and respond to increasingly complex texts for understanding, interpretation, critical analysis and enjoyment, making connections between and among texts * Demonstrate understanding of the ways in which context shapes meaning in written and visual texts, and analyze and explain how language is used to shape meaning in these texts * Use and adapt a range of processes to write extended and more complex imaginative, factual ad persuasive texts * Write texts in a range of styles and media for a wide range of purposes, audiences and contexts, using language to produce sophisticated effects | Identify in poetry   * Ideas * Features   Identify   * different perspectives   Apply   * appropriate visual representation   Use   * idioms and figurative language with effect | **Poetry**   * **Free verse** * **shape** * **Haiku** * **simile** * **metaphor** | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 9 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **From School to Work in the UAE** | * Communicate formally and informally on a range of complex topics, responding to and expressing ideas and arguments persuasively, critically and with empathy * Communicate using styles and registers appropriate to a comprehensive range of real and imagined audiences, purposes and contexts * Use and adapt a range of strategies to read and respond to increasingly complex texts for understanding, interpretation, critical analysis and enjoyment, making connections between and among texts * Demonstrate understanding of the ways in which context shapes meaning in written and visual texts, and analyze and explain how language is used to shape meaning in these texts * Use and adapt a range of processes to write extended and more complex imaginative, factual ad persuasive texts * Write texts in a range of styles and media for a wide range of purposes, audiences and contexts, using language to produce sophisticated effects | **Consider and explore:**  **How do I think about my future?**   * what are my skills and interests? * How do I make good choices? * How do I prepare for the future?   **Abu Dhabi Vision 2030**   * What is it? * Who will make it happen? * What role can I play?   **Vision 2017**   * What will I do to contribute**?**   **How does this link to the needs of our community?**   * Workforce – market requirements in the UAE * Educational requirements * Lifestyles and work choices | **Discussion**  **Exposition**  **Information** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web pages * Picture books | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

**GRADE 10 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **The Cultural Family** | * Communicate a range of feelings and ideas in extended conversations and presentations in English * Adapt style and register of spoken language to suit different purposes and audiences, in a range of real and imagined contexts * Use a range of strategies to read, view and respond to authentic texts from private, public and business contexts * Identify and describe how different uses of language affect meaning and response * Write a range of coherent texts characterized by a variety of and flexibility of language * Plan revise and refine the composition of texts for different purposes and audiences, and in different media, to enhance overall effect | **Consider and explore:**   * **What is the Emirati Culture?** * **What does it mean for me living the UAE?** * **Who am I and what is my culture?**   + Where do I come from?   + What is my cultural heritage?   + Contemporary society   + Art and literature | **Discussion**  **Exposition**  **Poetry**  **Narrative** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADES 10 TRISEMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

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| **SKILLS** | **INDICATORS**  **Abu Dhabi Standards** | **CONTEXT** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * Communicate a range of feelings and ideas in extended conversations and presentations in English * Adapt style and register of spoken language to suit different purposes and audiences, in a range of real and imagined contexts * Use a range of strategies to read, view and respond to authentic texts from private, public and business contexts * Identify and describe how different uses of language affect meaning and response * Write a range of coherent texts characterized by a variety of and flexibility of language * Plan revise and refine the composition of texts for different purposes and audiences, and in different media, to enhance overall effect | Analyze, synthesise, evaluate   * ideas in texts * different perspectives * cultural values * beliefs * feelings   Collaborate in   * conversation * discussion   Apply   * appropriate visual representation   Use   * idioms and figurative language with effect   Reflect   * on own learning as part of a collaboration | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 10 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **The World Around Us** | * Communicate a range of feelings and ideas in extended conversations and presentations in English * Adapt style and register of spoken language to suit different purposes and audiences, in a range of real and imagined contexts * Use a range of strategies to read, view and respond to authentic texts from private, public and business contexts * Identify and describe how different uses of language affect meaning and response * Write a range of coherent texts characterized by a variety of and flexibility of language * Plan revise and refine the composition of texts for different purposes and audiences, and in different media, to enhance overall effect | **Consider**  **Why is our legacy to future generations important**?  **Consider the consequences of our “footprint”.**  **Explore:**   * environment * influence of climate * education and work * wealth and poverty * resources | **Discussion**  **Information**  **Narrative**  **Exposition** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

**GRADE 11 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **A Healthy Society** | * Communicate to explore, express and explain information, processes and ideas * Appreciate and select appropriate language forms, features and structures of texts in a range of personal, social and workplace contexts * Read and view a wide range of texts, and describe and explain how the relationships between writer, reader, text and context achieve particular purposes * Identify and describe how language forms, features and structures of texts and their mediums of production influence meaning and response * Write in a range of styles and with various technologies to convey, analyze and synthesize information and ideas * Compose texts for pleasure and purpose, using language and processes appropriately and effectively | **Consider and explore**:  **Why is it important to develop healthy individuals and societies?**  **What if we do not sustain a healthy society?**   * The cost of an unhealthy society   **The Health Continuum**  **Signs of ill health lead to behaviours that contribute to an unhealthy life eg risky behaviours like eating too much junk food, smoking etc**   * what is “Health”? * health problems in our society   + Social   + Physical   + Emotional * is health merely the absence of disease? * global health issues   + how do other countries compare with UAE? | **Exposition**  **Information**  **Discussion** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADES 11 TRIMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

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| **SKILLS** | **INDICATORS**  **Abu Dhabi Standards** | **CONTEXT** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * Communicate to explore, express and explain information, processes and ideas * Appreciate and select appropriate language forms, features and structures of texts in a range of personal, social and workplace contexts * Read and view a wide range of texts, and describe and explain how the relationships between writer, reader, text and context achieve particular purposes * Identify and describe how language forms, features and structures of texts and their mediums of production influence meaning and response * Write in a range of styles and with various technologies to convey, analyze and synthesize information and ideas * Compose texts for pleasure and purpose, using language and processes appropriately and effectively | Analyze, synthesise, evaluate   * ideas in texts * different perspectives * cultural values * beliefs * feelings   Collaborate   * conversation * discussion   Apply   * appropriate visual representation   Use   * idioms and figurative language with effect * Reflect on own learning as part of a collaboration | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 11 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS**  **Abu Dhabi Standards** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Citizenship and Civic Responsibility** | * Communicate to explore, express and explain information, processes and ideas * Appreciate and select appropriate language forms, features and structures of texts in a range of personal, social and workplace contexts * Read and view a wide range of texts, and describe and explain how the relationships between writer, reader, text and context achieve particular purposes * Identify and describe how language forms, features and structures of texts and their mediums of production influence meaning and response * Write in a range of styles and with various technologies t convey, analyze and synthesize information and ideas * Compose texts for pleasure and purpose, using language and processes appropriately and effectively | **Consider:**  **What is a responsible citizen?**  **Why is it important to be a responsible citizen?**  **How can we be responsible citizens?**  **Explore**  **National and International communities**   * public role models * laws, contracts and community values * leadership and roles * social responsibility * personal responsibility * rights and responsibilities * citizenship * volunteers service * charity | **Discussion**  **Information**  **Exposition** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Paintings   + Cartoons | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

**GRADE 12 TRIMESTER 1 2010 -2011 ENGLISH LEARNING PLAN**

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| **THEME** | **INDICATORS** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Ancient World/**  **Modern World** | * Communicate t o analyze, synthesize and evaluate information and ideas * Communicate in a range of personal, social and workplace contexts, recognizing and responding to different cultural assumptions and ways of thinking * Read and view a wide range of texts, responding thoughtfully and demonstrating understanding of how relationships between writer, reader, text and context shape meaning * Analyze and explain how language forms, features and structures of texts and their mediums of production shape meaning and responds * Write in a range of styles and with various technologies to convey, analyze, synthesize and evaluate information and ideas * Compose texts confidently for pleasure and purpose, selecting processes and language to enhance effect | **Consider and explore:**  **The Modern World exists because of the Ancient World**   * What did Ancient societies look like? * How did developments in ancient society impact on the modern world? * Why are structures of ancient societies important to the modern world? * Consider these aspects   political, social, environmental, arts | **Exposition**  **(advice)**  **Discussion**  **Information** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks |

**GRADES 12 TRIMESTER 2 2010 -2011 ENGLISH LEARNING PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SKILLS** | **INDICATORS**  **Abu Dhabi Standards** | **CONTEXT** | **EXPOSURE TO OTHER GENRES** | **ASSESSMENT** |
| **Develop a critical personal response** | * Communicate t o analyze, synthesize and evaluate information and ideas * Communicate in a range of personal, social and workplace contexts, recognizing and responding to different cultural assumptions and ways of thinking * Read and view a wide range of texts, responding thoughtfully and demonstrating understanding of how relationships between writer, reader, text and context shape meaning * Analyze and explain how language forms, features and structures of texts and their mediums of production shape meaning and responds * Write in a range of styles and with various technologies to convey, analyze, synthesize and evaluate information and ideas * Compose texts confidently for pleasure and purpose, selecting processes and language to enhance effect | Analyze, synthesise, evaluate   * ideas in texts * different perspectives * cultural values * beliefs * feelings   Collaborate through   * conversation * discussion   Apply   * appropriate visual representation   Use   * idioms and figurative language with effect   Reflect   * on own learning as part of a collaboration | * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Posters   + Paintings   + Cartoons | Continuous Assessment   * ECART * 2 Integrated Tasks   EMSA Examination |

**GRADE 12 TRIMESTER 3 2010 -2011 ENGLISH LEARNING PLAN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **THEME** | **INDICATORS** | **FOCUS QUESTIONS** | **TEXT TYPES** | **EXPOSURE TO A SELECTION OF GENRE** | **ASSESSMENT** |
| **Exploration**  **and**  **Discovery** | * Communicate t o analyze, synthesize and evaluate information and ideas * Communicate in a range of personal, social and workplace contexts, recognizing and responding to different cultural assumptions and ways of thinking * Read and view a wide range of texts, responding thoughtfully and demonstrating understanding of how relationships between writer, reader, text and context shape meaning * Analyze and explain how language forms, features and structures of texts and their mediums of production shape meaning and responds * Write in a range of styles and with various technologies to convey, analyze, synthesize and evaluate information and ideas * Compose texts confidently for pleasure and purpose, selecting processes and language to enhance effect | **Consider and explore**:  **Why is exploration and discovery important to the modern world?**  **Why is it important to learn more about the world around us?**   * How have inventions impacted on our world and our lives? * Consider: technology, medicine, resources * What has been explored and discovered? * Why do people and nations want to explore? * How has exploration changed lives? | **Exposition**  **Discussion**  **(compare and contrast)**  **Information**  **Procedure** | ***Narrative and Visual Literacy to be included in each grade in each semester***  Include at least 3 different genre plus narrative per semester   * Poetry * Fiction * Non Fiction * Film * Multimedia * Drama * Web sites * Picture books * Visual texts   + Advertisements   + Photographs   + Drawings   + Paintings   + Cartoons | Continuous Assessment   * ECART # 3 * 2 integrated Tasks   Examination |

Definitions of KEY WORDS

**ABU DHABI STANDARDS CURRICULUM**

|  |  |
| --- | --- |
| **Analyse** | Identify the parts and the relationship between them |
| **Classify** | Separate by arranging or including in categories |
| **Construct** | Make; build; put together items or arguments |
| **Combine** | Build by finding appropriate links |
| **Compare** | Show similarities and differences |
| **Define** | State meaning and identify essential qualities |
| **Demonstrate** | Show by example |
| **Describe** | Provide characteristics and features |
| **Discuss** | Identify issues and provide points for and against |
| **Evaluate** | Make a judgment based on criteria, determine the value |
| **Explain** | Relate cause and effect; make the relationship between things evident, provide why and or how |
| **Identify** | Recognise and name |
| **Interpret** | Draw meaning from |
| **Investigate** | Plan, inquire into and draw conclusions about |
| **Justify** | Support an argument or conclusion |
| **Outline** | Sketch in general terms, indicate the main features |
| **Propose** | Put forward for consideration (an idea, point of view suggestion, argument) |
| **Recall** | Present remembered ideas, facts or experiences |
| **Summarise** | Express concisely the relevant details |
| **Synthesise** | Put together various elements to make a new whole |

**TEXT TYPE GRAMMAR**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **NARRATIVE** | **PROCEDURE** | **INFORMATION REPORT** | **EXPLANATION** | **DISCUSSION** | **EXPOSITION** | **DESCRIPTION** | **RECOUNT** |
| Word chains | Word chains | Word chains | Word chains | Word chains | Word chains | Word chains | Word chains |
| Direct Speech | Commands | General nouns | General and abstract nouns | General nouns | General nouns | Nouns | Nouns and pronouns to identify |
| Conjunctions and connectives | Action verbs | Relating verbs | Action verbs | Relating verbs | Abstract nouns | Variety of adjectives | Action verbs |
| Nouns and adjectives - description | Precise vocabulary | Action verbs | Present tense | Thinking verbs to express POV | Topic technical words | Relating verbs | Past tense |
| Adverbs | Adverbs to detail time, place, manner sequence etc | Present tense | Passive voice | Connectives | Relating verbs | Thinking and feeling verbs | Conjunctions |
| Past tense action verbs to indicate action | Reasons | Topic technical terms | Conjunctions of time, cause and effect  relationship beteween | Varying degrees of modality (eg perhaps, must, might) | Action verbs | Action verbs to describe behaviour | Time connectives to sequence |
| Saying, thinking and feeling verbs | Modality | Paragraphs with topic sentences | Complex sentences | Adverbs of manner (eg deliberately) | Thinking verbs to express POV | Adverbs | Adverbs |
| Figurative language | Simple or Complex sentences | Descriptive language | Technical language |  | Modal verbs | Figurative language | Adjectives |
| Complex sentences to build relationship of time, place, reason, manner condition between events |  |  | Descriptive language |  | Modal adverbs |  |  |
|  |  |  |  |  | Connectives |  |  |
|  |  |  |  |  | Evaluative language |  |  |

**TEXT TYPE GRAMMAR EXAMPLES (to be taught in context)**

|  |  |
| --- | --- |
| **DISCUSSION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General nouns to make statements | Uniforms; road safety; students, |
| Abstract nouns | Community; behaviour; talent, hospitality |
| Relating verbs | Speeding **is** dangerous. |
| Thinking verbs to express POV | Feel; believe; hope |
| Connectives to order the discussion | First; in the next section |
| Conjunctions to build point and counterpoint | But; however; similarly, on the other hand |
| Varying degrees of modality from strong to weak | Perhaps;; might, should not; must |
| Adverbs of manner | Deliberately; hopefully  He ***deliberately*** misled the group.  ***Hopefully*** the Abu Dhabi community will be able to reduce road accidents. |

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| **DESCRIPTION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| Particular nouns | Names of people, places and objects  My teacher; our camels; the Mall |
| Variety of adjectives  Describing, numbering classifying, comparing | It was a **large pearl** with **flecks of silver** and it was of such a **shining sparkling, glistening pink colour**.  Grumpy; brave (describing)  Her **younger** sister; The **tallest** tree (comparing)  My **first** video game (numbering)  **Leather** boots; **coffee** cups (classifying) |
| Relating verbs to provide information | Dubai ***is*** in the UAE. |
| Thinking and feeling verbs to express writer’s view of the character, place or object  or  give an insight into the subject’s thoughts and feeling | My friend***loves*** chocolate; Police ***believe*** the suspect is armed |
| Action verbs to describe behaviour | Our new baby ***cries*** when he is hungry and ***laughs*** when he is happy. |
| Adverbs to give more information about behaviour | Our new baby ***always*** laughs ***loudly*** when he is happy |
| Figurative language – simile, metaphor, personification, onomatopoeia, alliteration  The five senses – see, hear, feel, smell, taste | ***A dry as a desert.***  (simile)  I am so hungry ***my stomach is a deep empty well*** . (metaphor)  ***The street lights winked*** at the cars traveling past. (personification)  The door ***creaked*** as the wind swung it on its hinges. (onomatopoeia)  My **grumbling growling** stomach… (alliteration) |
| Synonyms (similar) and antonyms (opposite) | Beautiful/lovely desert/green pastures |

|  |  |
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| **EXPLANATION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General and abstract nouns to build detail | Wood chopping, earthquakes, fencing, rain forests, mammals  courage; the benefit…; pleasure |
| Action verbs to make meaning about cause  (show relationship) | …will form a …; could set off…; …will build…; will…melt…as a result of…, leading to… |
| Present tense | Earthquakes are caused by the movements of the earth’s plates. |
| Conjunctions of time and cause | When; as, next; then; finally |
| Complex sentences to create cause and effect | During autumn the clouds build up which brings rain in November. |
| Technical language | The ***understory*** of the rainforest houses ***leaf litter.*** |

|  |  |
| --- | --- |
| **EXPOSITION** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General nouns | Smoke; cars; fires |
| Abstract nouns | Pollution; poverty; safety; generosity, hospitality, conclusion |
| Relating verbs | It ***is*** important … |
| Action verbs | We must ***save***…; |
| Thinking verbs to express opinion | Believe; understand |
| Modal verbs | We **must**…, |
| Modal adverbs | ***Certainly*** we must…; ***clearly*** we should…; probably… |
| Connectives | Firstly; secondly |
| Conjunctions to show reasoning | Because; as, therefore, however |
| Evaluative language | Evidence is weak; significant; important; valuable; extravagant waste; |

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| **INFORMATION REPORT** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| General nouns | ***hunting dogs*** rather than a particular noun, ***our dog*** |
| Relating verbs | Molecules ***are*** tiny particles |
| Action verbs to describe behaviour | Ostriches ***cannot fly*** |
| Present tense | Tropical storms always start over the sea; |
| Technical terms | Isobars are lines drawn on a weather map |
| Paragraphs with topic sentences | The city of Abu Dhabi is the capital of Abu Dhabi Emirate.  (details of the city – age, location etc)  The city is on an island.  (details of the bridges to cross, the sea bodies surrounding the island etc)  The Corniche runs along the edge of the city.  (details about the Corniche parks, buildings, etc) |

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| **NARRATIVE** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| Conjunctions and connectives to reorder events and create relationships | So, because, consequently, when |
| Nouns and adjectives to build description | She had long black hair which reached halfway down her back. |
| Adverbs | He yelled at me ***loudly***. |
| Past tense action verbs to indicate action | **Walked** towards, ***sprinted*** across the field, |
| Relating verbs | The desert ***is*** a dry environment. |
| Saying, thinking and feeling verbs | Spoke, whispered, screamed (saying); Understood, ….did not mind, (thinking);  Loved, hated, cared for, (feeling) |
| Figurative language – simile, metaphor, personification, onomatopoeia | His hands were **as cold as ice** (simile); He is a tower of strength (metaphor);  The warm rays of ***the sun stroked*** her face (personification); The ***hissing*** of the snake could be heard. (onomatopoeia) |
| Complex sentences to build relationships of time, place, reason, manner and /or condition between events | When he was alone in the house he heard a strange, creaking noise behind him. |
| Direct Speech (in present tense) | “Let’s go to the park,” said Ahmed. |

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| **PROCEDURE** | **SOME EXAMPLES** |
| Commands – usually at the beginning of the clause to focus the reader | Put; cut; squeeze; |
| Action verbs | Turn; pick up; don’t run |
| Precise vocabulary | ***Whisk*** the eggs; add ***lukewarm*** water |
| Adverbs to detail time, place, manner etc | Stir ***for*** five minutes; cut 2 centimetres ***below*** the line; turn **carefully** |
| Detail of adjectives and adverbs to carry our instruction | Follow the red cable to the buzzer, then put the end of it on the terminal which hasn’t got the sticky tape. |
| Complex sentences – two clauses related by conjunctions of condition | …if…; then…; (purpose) so that…;  ***If*** you cut the oranges too early ***then*** they will dry out. |
| Connectives of time to sequence | ***Then*** tie the two strings together..; ***When*** you have finished…; **Finally** add.. |
| Reason for doing things | The pegs for the tent must be secure ***otherwise*** it might blow away. |

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| **RECOUNT** | **SOME EXAMPLES** |
| Word chains | Words that build topic information |
| Nouns and pronouns to identify | Names of people, places and objects (nouns)  He, his, hers, she, it (pronouns) |
| Nouns and adjectives to describe | The **gentle dunes** of the **desert**; the **salty taste** of the **water** |
| Adverbs | Happily, slowly |
| Action verbs | Invented; sent; walked; ran |
| Saying verbs | Explained; said; asked; questioned |
| Past tense | As in examples above |
| Conjunctions and time connectives to sequence events in time | When; then; first; next |
| Complex sentences | After we had arrived in Abu Dhabi we met our friends for coffee. |

**VISUAL LITERACY**

|  |  |
| --- | --- |
| **ELEMENTS** | **EXPLANATION** |
| Objects, people or place   * size * placement * symbolism | Shapes and figures which could be people, animals, places or objects. Some objects have been associated with certain emotions and feelings.  An object can be used as a shortcut in a message but relies on the understanding of the symbol by the audience e.g. a lion is an animal but can also be used to symbolise bravery.  Knowledge of the parts of a photograph (foreground, mid-ground and background) helps in the identification of specific objects, especially in a crowded picture.  Important objects are usually large and located in the foreground while small objects that are in the background are considered less important. |
| Direction   * Sight lines * Gaze | In what direction are the objects, figures, people, animal etc facing? Is it at the camera, past the camera or at a person or object in the photograph? |
| Colour   * emotion * symbolism | White denotes innocence and black denotes death in some cultures. Hindu people mourn in white and marry in red. Colour often represents the stereotypes for maleness and femininity in popular culture- soft, pastel colours are associated with feminine stereotypes while dark primary or metallic colours are seen as masculine by some groups.  Red can represent anger, danger or passion  Blue and green are cool, calming colours |
| Text   * font size and style | What does the style and size of font say to the viewer? |

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| **BASIC FEATURES OF FILM TECHNIQUES** | **EXPLANATION** |
| Long shot | Includes most of a person or object and includes most of the surroundings (setting) |
| Establishing shot | Opening shot which shows the general area to set the scene (setting, atmosphere) |
| Medium shot | the person or object takes up roughly the same space as the surrounding (character or object has the same importance as the setting) |
| Close up shot | shows only a small part of the scene or person eg a character’s face in detail that fills most of the scene (indicates what the character is thinking ) |
| Low angle shot – | camera looks up at a character or object making it appear exaggerating importance |
| High angle shot – | camera looks down on a character or object making it appear vulnerable |
| Tilted shot | character or object is on an angle to create suspense, confusion or mystery |
| Sound –   * music * dialogue * studio sound * live sound | pace, loudness or softness, and tone of music creates atmosphere – happiness, suspense , sadness  the words that are said  sounds recorded in the studio to improve quality or add an element eg birds singing  direct sound that has a sense of freshness and spontaneity creating an authentic atmosphere |
| Lighting | soft or harsh lighting can make objects, people or places look beautiful or ugly, soft or harsh, real or artificial |

**Visual Literacy WAYS OF SEEING- reading pictures**

1. **Annotations**

* Identify what is in the picture – details

1. **Expand on this**

* Ask questions - what/why/who?
  + What may have happened just before the picture was taken?
  + What may be happening just outside the frame of the photo?
  + What do the emotions on the faces show eg smiling?
  + What are the cultural assumptions underlying the picture eg the role of eating/celebrating?
  + Who is the audience?

1. **Make links between the annotated objects and your ideas**

* What do the elements mean?
* Look through different frames

1. **Justify the links you make and tell “the story”**

**Cultural perspective** - which culture, historical time, place, social/economic setting

[](http://psychscribe.files.wordpress.com/2007/12/kuck-gold-frame1.jpg)

**Structural perspective**

What do I see?

Identify elements

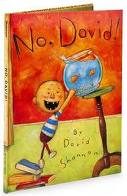
How do I make meaning?

**Subjective perspective** - how does this make me feel, what connections do I make, do I know something like this

**Visual Literacy PICTURE BOOKS reading picture books**

|  |
| --- |
|  |
|  |

**Cover:**

[](http://www.google.ae/imgres?imgurl=http://pplibraryreviews.files.wordpress.com/2009/04/where-the-wild-things-are.jpg&imgrefurl=http://pplibraryreviews.wordpress.com/2009/04/13/where-the-wild-things-are-by-maurice-sendak/&h=357&w=402&sz=42&tbnid=zAVmcB4TQbL01M:&tbnh=110&tbnw=124&prev=/images?q=where+the+wild+things+are&usg=__6j3II_eUPLebGK9IZ3pUptB5pdM=&ei=WarvS5j0KYa3rAfZrbiUBw&sa=X&oi=image_result&resnum=5&ct=image&ved=0CC8Q9QEwBA) [](http://www.google.ae/imgres?imgurl=http://jamiemichalak.files.wordpress.com/2009/04/no-david2.jpg&imgrefurl=http://jamiemichalak.wordpress.com/2009/04/16/yes-david-i-love-you/&h=500&w=325&sz=100&tbnid=S-ULYVCi2L7JmM:&tbnh=279&tbnw=181&prev=/images?q=no+david&usg=__RZSher8_SO7lRi5N8c4DFA349MM=&ei=y6rvS-vXKYTHrAfngr2UBw&sa=X&oi=image_result&resnum=2&ct=image&ved=0CBcQ9QEwAQ) [](http://www.amazon.com/Crazy-Horses-Vision-Joseph-Bruchac/dp/1880000946/ref=pd_bxgy_b_img_a) [](http://www.google.ae/imgres?imgurl=http://images.filedby.com/bookimg/1894/9781894965088.jpg&imgrefurl=http://www.filedby.com/unclaimed_author/gary_crew/278324/&h=400&w=366&sz=47&tbnid=iBtuqiJx8LI1cM:&tbnh=124&tbnw=113&prev=/images?q=memorial+by+shaun+tan&usg=__ffQ0fA2DQ0KYnZHKjESBkG9gJvU=&ei=h6vvS_TmJY27rAfm5fCTBw&sa=X&oi=image_result&resnum=6&ct=image&ved=0CCcQ9QEwBQ)[](http://www.google.ae/imgres?imgurl=http://www.mossgreenchildrensbooks.co.uk/book-blog/wp-content/uploads/2009/02/the-snail-and-the-whale-by-julia-donaldson-and-alex-scheffler-jpg.jpg&imgrefurl=http://www.mossgreenchildrensbooks.co.uk/book-blog/2009/the-snail-and-the-whale-certainly-a-classic-childrens-books/934/&h=1075&w=1390&sz=1891&tbnid=-WuLcSjEvkblmM:&tbnh=116&tbnw=150&prev=/images?q=the+whale+and+the+snail&usg=__39VFyfCp0mq0ELHBUyoNg8_Wqcs=&ei=DarvS4fBPM3GrAej7NWUBw&sa=X&oi=image_result&resnum=4&ct=image&ved=0CCsQ9QEwAw)

* What does the cover tell us? Predict

**Endpapers:**

* How do the end papers lead us into and out of the story?
* What mood do they set?

**Title Page:**

* How do the font and the illustrations direct you as you read?

**Page Opening:**

* Describes the two facing pages.
* What is happening across the two pages?

**Size:**

* Does the size affect how you read the book - sharing or privately?

**Other aspects:**

* Layout
* Framed
* Vignette
* Bleeds and borders
* Montage

**Grammar at Text Level - Figurative Language**

**Definitions**:

* Figurative language is used to create an image which conveys more than the literal meaning of the words or phrase.
* An imaginative truth.

**Types of figurative language:**

* Creative word play; alliteration, onomatopoeia
* Simile
* Metaphor
* Personification
* Evaluative language
* Idiom
* Sensory language: sight, smell, touch, sound

**Context:**

Figurative language

* is used to enhance the language
* is used in poetry, fiction and everyday speech
* ranges in complexity from a literal explanation to a figure of speech

|  |  |
| --- | --- |
| **Structure** | **How figurative language is used** |
| **Alliteration** refers to two words close together with the same beginning consonant sound . | seven slippery snakes slipped by  round the rugged rocks he ran |
| **Onomatopoeia** means using a word that makes its sound. | The diver **splashed** in to the water.  The wind **whistled** through the trees. |
| **Simile** compares two unlike things using the words **like** or **as**. | The vulture came in to land **like a plane** in descent.  The thief moved **as silently as a cat** through the house. |
| **A metaphor** makes a statement that says one thing is another thing. | He **was a tower of strength**.  The children **are angels**. |
| **Personification** means to give human or animate qualities to something that is not alive. | The flames of the fire **licked** at the edge of the burning house. |
| **Evaluative language** judges an action or event. | Without a job his future seamed **bleak.**  He made a **wise** choice. |
| **An idiom** is a common expression peculiar to an individual or a group. | **lend a hand a know all**  **a couch potato cool** |
| **Sensory language** means words related to smell, sight, touch and sound | His shoes **crunched** in the **brittle** grass as he moved across the lawn, the **perfume** of flowers filling the air. |

**Example: Figurative language Text Type Poetry - free verse**

|  |  |
| --- | --- |
| ***The Storm***  Threatening the earth  Obscuring sunlight  black clouds ever darkening  convulsing  like the mixer of life  moving at speed  shafts of lighting  shooting downward  like shards of glass  exploding with force  earth eagerly expecting  wild precipitation  deluge delivered  *thankfulness*  energy to the earth  *up and running* | **alliteration:** deluge delivered  **onomatopoeia**: exploding  **simile**: like shards of glass  like the mixer of life  **sensory language**: shafts of lightening shooting downward  **personification**: black clouds… convulsing  **evaluative**: thankfulness  **idiom**: up and running |

**Reference:**

*Get ahead in grammar: a practical guide for students* / Anne Quill, Anne Townsend

2007 farrbooks.com.au

**WALLS by Mbuyiseni Oswald Mtshali**

(adapted)

Man is

a great wall builder –

the Berlin Wall

the Great Wall of China -

but the wall

most impregnable

has a moat

flowing with fright

around his heart.

A wall

without windows

for the spirit

to breeze through

A wall

without a door

for love to walk in.

**Discussion:**

The two lines

*The Berlin Wall*

*The Great Wall of China*

are talking about **literal** walls. In the rest of the poem, the word “wall” is used to suggest something else, something to do with “the heart” and with “the spirit” of people. It is used **figuratively.**

Poetry aims at finding the non scientific truth of something, in other words the imaginative truth of something. It uses **figurative language** to do this because the images or the figure can suggest more and can conjure up more associations that the **literal language** can.

**Reference**

*New Poetry Works compiled by Robin Malan*

*2007 David Philip New Africa Books (Pty) Ltd*

**CORE VOCABULARY SEMESTER 1 2010/2011**

**The list is not a definitive word list to be learnt in isolation. It is provided to support the development of exploring the focus questions in each theme**

GRADE 6

THEME: People and Places

grow teach achieve share change learn set

move experience work towards support care remember lead goals strengths weaknesses country culture memory born become birth the past …appear to others characters characteristics teachers biography confidence talent

family courage friends death the future brave happy successful qualities interests dreams fame interview history family famous a leader die death

the future

GRADE 7

THEME: Healthy Lifestyles

pray exercise reflect recycle relax invigorates

community hunger eating habits first aid self worth strength

activities rest depression nutrition happiness diet

mental health hobbies services sleep eat drink

stress energy meals food sport enjoyment

activity sadness leisure well being personality body image

pastime hospital calories society emotion goals

self esteem vitality clubs vigorous active positive

energetic physical quiet healthy balanced lifestyle

fitness team play skill choices

medical relationships time free time

GRADE 8

THEME: Our Environment

recycle reuse burn cut down consume waste

reduce action harm pollute change destroy

save damage help community individual local

transport farming water pollution desalination global warming

seasons world health wellbeing countries population

regions ozone layer rainforest rivers deserts solar power

hope rain natural environment greenhouse global citizen

consumer lifestyle future climate built environment

food sources globalization responsibility modernization efficiency impact

flood extinct dry alternative energy source extensive

mining rubbish weather fire cities

GRADE 9

THEME: Adventure

grow explore hide risk taking triumph change

conquer overcome persevere serve move test

push to the limit laugh scare drive succeed

accident tragedy escape serious community investigate

advice cause effect information prevail cry

risk personality joy fright purpose limits

satisfaction biography courage bravery bold destination

goals achievement caution planning travel experience

choices options dramatic problems co-operation prevention

excitement challenge strength of character future courage

safety danger experience journey fears brave

intrinsic happy extrinsic successful proud evacuate

protection emergency alert chaotic injury rescue

difficult situation unpredictable unexpected

GRADE 10

THEME: The Cultural Family

celebrate attract preserve explore host develop

support prepare pray teach practice decorate promote

learn influence attitude ideas position values

banquet tradition compare history religion occasion

art perspective feelings point of view interpretation

literature customs heritage tourism hospitality difference

reflection media language festival beliefs recreation

society opportunities aspect native education ancestors

expression technology identity ceremony faith events architecture

community social cultural national colourful other

traditional local special international modern urban

global ritual contrast geography food relatives

extended film generation consumerism entertain

GRADE 11

THEME: A Healthy Society

abuse damage self esteem relaxation eating habits self worth

nutrition depression happiness mental health services stress

well being body image peer pressure calories relationships

choices free time growth environment consequences

behaviour responsibility information effects addiction bullying

support genetic hereditary influence surfing the internet

pop ups advertising msn texting communication

virus junk food hobbies balanced lifestyle childhood diseases

copycat following leading risks prevention danger of

challenge exercise epidemic sport physical activity

bad habits safety healthy diet obesity development

Grade 12

Ancient World/Modern World

structures societies buildings systems technology labour

materials progress objects trade writing civilizations

design values dynasty archeologist similarities craftsmanship

differences records ruins characteristics culture communication

subsistence science knowledge economics human effort social inequality

government

**CORE VOCABULARY SEMESTER 2 2010/2011**

**The list is not a definitive word list to be learnt in isolation. It is provided to support the development of exploring the focus questions in each theme.**

GRADE 6

THEME: My Imaginary World

dream vision imagine pretend mood atmosphere

emotion feeling design plot style future

science invent picture simile metaphor characters

setting events scene create make fiction

make believe personification exaggerate stories narrator

author poet director record develop details film plan think instruments

GRADE 7

THEME: Looking Back

change war survival development

national and world leaders

retell compassion explains understanding learn from mistakes

famine ways of living World Aid control strong leaders

traditions responsible new futures national cultural

power achievements historical success

identity to see the future ancestors stories

GRADE 8

THEME: Community

theatre drama display celebrations historical patriotism nationalism law security justice systems access

safety volunteer meeting competitions clubs support

manage humanity welfare helping protection quality of life

GRADE 9

THEME: From School to Work in the UAE

career decisions choices experience satisfaction opportunity

confidence academic technical mentor apprentice job application

inquire options search select qualification leadership

goals vocation training evaluate direction knowledge

skills set resume references planning university entrance

preparation college aim for aspire to future role model

GRADE 10

THEME: The World Around Us

needs invention solutions problems progress globalization

creative rural commercial production fuel building materials

weather architecture crops finance labour climatic conditions

atmosphere commerce farming import export independence

support government economy season population natural environments legacy employment responsibility contribution

future Interdependence successful carbon footprint

earn a living

GRADE 11

THEME: Citizenship and Civic Responsibility

choices consideration behavior expectations commitment respect

accountability leadership rights citizenships volunteer enrichment

contract courtesy role model community values decisions

vision compassion charity voluntary justice co-operate

organization achievements wisdom resilience fairness famous

determination courage support society challenge

disappointment opportunity risk police ambulance paramedic earthquake flood fire service rescue civil defense

fire emergency services volcano tsunami cyclones reckless

awareness negligence

Grade 12

Exploration and Discovery

innovation observation determination power contribution theories

failure impact expansion create design change

imagining improvement searching travelling production modern era

expedition empire boundaries regions dangers motivation

support necessity voyage famous journey challenges

obstacles trial and error success

**OXFORD WORDLIST *PLUS* Words 1 – 100**

**most common words in order of frequency use**

the

and

I

to

a

was

it

my

we

in

he

they

went

of

said

on

so

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